

## St Andrews School of Math & Science

30 Chadwick Drive  
Charleston, SC 29407

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	685 Students	
<b>Principal</b>	Kevin Conklin	843-763-1503
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	42	22	3	0

### IMPROVEMENT RATING

**EXCELLENT**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Excellent	Yes
<b>2006</b>	Excellent	Excellent	Yes

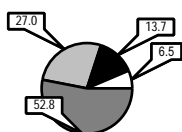
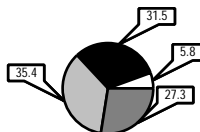
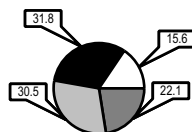
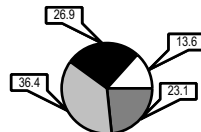
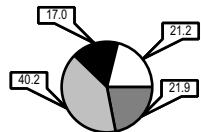
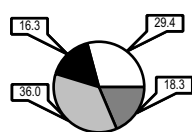
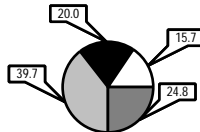
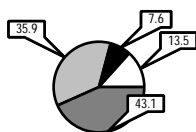
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	324	100.0	6.5	27.0	52.8	13.7	76.2	Yes	Yes
<b>Gender</b>									
Male	165	100.0	8.4	25.3	53.2	13.0	73.4	N/A	N/A
Female	159	100.0	4.6	28.8	52.3	14.4	79.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	176	100.0	1.8	17.3	62.5	18.5	88.1	Yes	Yes
African American	130	100.0	12.3	41.8	40.2	5.7	59.8	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	18.2	18.2	45.5	18.2	72.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	301	100.0	5.6	25.3	54.4	14.7	78.9	N/A	N/A
Disabled	23	100.0	18.2	50.0	31.8	0.0	40.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	324	100.0	6.5	27.0	52.8	13.7	76.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	315	100.0	6.4	27.5	53.4	12.8	75.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	126	100.0	12.6	41.2	39.5	6.7	62.2	Yes	Yes
Full-pay meals	198	100.0	2.7	18.1	61.2	18.1	85.1	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	324	100.0	5.5	35.5	27.4	31.6	72.0	Yes	Yes
<b>Gender</b>									
Male	165	100.0	6.5	29.9	27.3	36.4	75.3	N/A	N/A
Female	159	100.0	4.6	41.2	27.5	26.8	68.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	176	100.0	3.6	16.7	33.9	45.8	88.1	Yes	Yes
African American	130	100.0	9.0	62.3	18.0	10.7	48.4	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	0.0	36.4	36.4	27.3	72.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	301	100.0	4.9	33.7	28.1	33.3	74.7	N/A	N/A
Disabled	23	100.0	13.6	59.1	18.2	9.1	36.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	324	100.0	5.5	35.5	27.4	31.6	72.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	315	100.0	5.7	35.6	27.2	31.5	71.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	126	100.0	5.9	60.5	21.8	11.8	53.8	Yes	Yes
Full-pay meals	198	100.0	5.3	19.7	30.9	44.1	83.5	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	324	100.0	15.3	30.6	22.1	31.9	54.1
<b>Gender</b>							
Male	165	100.0	13.0	27.9	21.4	37.7	59.1
Female	159	100.0	17.6	33.3	22.9	26.1	49.0
<b>Racial/Ethnic Group</b>							
White	176	100.0	5.4	16.7	28.6	49.4	78.0
African American	130	100.0	30.3	47.5	13.1	9.0	22.1
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	9.1	63.6	18.2	9.1	27.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	301	100.0	13.3	30.2	23.2	33.3	56.5
Disabled	23	100.0	40.9	36.4	9.1	13.6	22.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	324	100.0	15.3	30.6	22.1	31.9	54.1
<b>English Proficiency</b>							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	315	100.0	15.8	29.9	21.8	32.6	54.4
<b>Socio-Economic Status</b>							
Subsidized meals	126	100.0	28.6	45.4	16.0	10.1	26.1
Full-pay meals	198	100.0	6.9	21.3	26.1	45.7	71.8

<b>Social Studies</b>							
All Students	324	100.0	13.4	36.5	23.1	27.0	50.2
<b>Gender</b>							
Male	165	100.0	12.3	31.2	23.4	33.1	56.5
Female	159	100.0	14.4	41.8	22.9	20.9	43.8
<b>Racial/Ethnic Group</b>							
White	176	100.0	4.8	25.0	31.5	38.7	70.2
African American	130	100.0	26.2	50.8	10.7	12.3	23.0
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	9.1	54.5	27.3	9.1	36.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	301	100.0	11.9	35.8	23.5	28.8	52.3
Disabled	23	100.0	31.8	45.5	18.2	4.5	22.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	324	100.0	13.4	36.5	23.1	27.0	50.2
<b>English Proficiency</b>							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	315	100.0	13.4	36.6	22.8	27.2	50.0
<b>Socio-Economic Status</b>							
Subsidized meals	126	100.0	24.4	52.9	11.8	10.9	22.7
Full-pay meals	198	100.0	6.4	26.1	30.3	37.2	67.6

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	97	100.0	2.2	25.3	53.8	18.7	72.5
	4	106	100.0	9.9	42.6	40.6	6.9	47.5
	5	108	100.0	10.6	41.3	48.1	0.0	48.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	119	100.0	3.5	20.4	56.6	19.5	76.1
	4	100	100.0	10.5	24.2	54.7	10.5	65.3
	5	105	100.0	6.1	37.4	46.5	10.1	56.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	97	100.0	3.3	48.4	30.8	17.6	48.4
	4	106	100.0	5.0	37.6	31.7	25.7	57.4
	5	108	100.0	3.8	39.4	25.0	31.7	56.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	119	100.0	4.4	41.6	28.3	25.7	54.0
	4	100	100.0	7.4	36.8	22.1	33.7	55.8
	5	105	100.0	5.1	27.3	31.3	36.4	67.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	97	100.0	24.2	36.3	24.2	15.4	39.6
	4	106	100.0	14.9	27.7	23.8	33.7	57.4
	5	108	100.0	16.3	31.7	23.1	28.8	51.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	119	100.0	18.6	35.4	25.7	20.4	46.0
	4	100	100.0	15.8	24.2	24.2	35.8	60.0
	5	105	100.0	11.1	31.3	16.2	41.4	57.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	97	100.0	5.5	47.3	27.5	19.8	47.3
	4	106	100.0	10.9	35.6	24.8	28.7	53.5
	5	108	100.0	15.4	48.1	18.3	18.3	36.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	119	100.0	14.2	33.6	31.0	21.2	52.2
	4	100	100.0	12.6	40.0	26.3	21.1	47.4
	5	105	100.0	13.1	36.4	11.1	39.4	50.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 685)</b>				
First graders who attended full-day kindergarten	98.2%	Up from 89.3%	100.0%	100.0%
Retention rate	2.9%	Up from 1.8%	2.3%	2.8%
Attendance rate	96.5%	Up from 96.4%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 0.6%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.0%	0.4%	0.0%
Eligible for gifted and talented	28.7%	Down from 32.8%	16.4%	10.4%
On academic plans	25.6%	N/AV	25.8%	33.6%
On academic probation	2.9%	N/AV	0.0%	1.0%
With disabilities other than speech	2.2%	Down from 3.9%	7.2%	7.5%
Older than usual for grade	0.4%	Down from 0.7%	0.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 45)</b>				
Teachers with advanced degrees	55.6%	Up from 52.3%	55.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.7%	Up from 85.6%	89.2%	87.3%
Teacher attendance rate	94.7%	Up from 94.0%	94.9%	94.9%
Average teacher salary	\$41,970	Up 0.4%	\$43,383	\$42,485
Prof. development days/teacher	6.7 days	Down from 7.2 days	12.2 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 20.5 to 1	20.1 to 1	18.6 to 1
Prime instructional time	90.1%	Up from 89.4%	90.2%	89.7%
Dollars spent per pupil*	\$5,496	Up 7.7%	\$6,124	\$6,557
Percent of expenditures for teacher salaries*	58.2%	Down from 70.5%	64.2%	64.0%
Percent of expenditures for instruction*	73.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

St. Andrew's School of Math & Science (SASMS) is a wonderful place to learn. Our emphasis on math and science permeates throughout the school day. Our teachers integrate math and science into the core disciplines of reading, writing and social studies as well as special areas (art, music, media, computer and physical education). Children at SASMS enjoy a variety of hands-on, inquiry-based activities that allow them to become facilitators and leaders in a child-centered educational program.

As a result of our challenging educational activities, SASMS has been ranked as a Palmetto Gold Award Winning school for the past five years. SASMS has also met the Adequate Yearly Progress (AYP) requirements of the No Child Left Behind Act all three years that this requirement was in place. Beyond these ratings, SASMS has proven to be a positive environment for students, families, teachers, community members, and business partners. This is exemplified by SASMS winning the Red Carpet Award in 2002-03 for providing a family-friendly atmosphere. Our campus is beautiful, our building (though over 50 years old) is bright and welcoming, and our teachers and staff ensure that SASMS is the best place to be for all of our students by providing a safe, positive, and challenging environment.

The Parent Teacher Association and School Improvement Council greatly complement SASMS by working to support the efforts of teachers and administrators. These organizations are vital to our continued success where parent and community involvement is continually stressed. These organizations hold the key to our cohesive program, which involves parents, students, teachers, staff, administrators, and community members working together to achieve a common goal: success and continued improvement for all students. They take on the difficult issues that are beyond the response of the district and work to resolve them to the benefit of our students.

SASMS believes in establishing high expectations for all its students and their families. In order to continually improve, we must challenge our students and ourselves as well as our parents and community members to make greater strides in education. In order to achieve these goals for all students, SASMS will maintain its efforts to overcome any and all barriers prohibiting this process, including space allocations and class size constraints. We continue to provide students with additional materials such as new library books, updated computer equipment, and computer and science labs. In an effort to provide more community support and input, we are working to improve and expand our business partner program and involvement with the school. Staff development programs are provided to help our teachers utilize a coherent curriculum, access new technology resources, enhance their knowledge of differentiated learning, and develop their confidence in implementing an inclusion program. SASMS will continue to update its facilities to accommodate growing technological advances and our ever-increasing enrollment. Both the administration and the SIC are proud of the advances SASMS has made over the past several years.

Kevin Conklin, Principal  
Sarah Winters, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	40	92	68
<b>Percent satisfied with learning environment</b>	97.5%	85.6%	95.6%
<b>Percent satisfied with social and physical environment</b>	97.5%	92.3%	89.7%
<b>Percent satisfied with school-home relations</b>	95.0%	90.1%	92.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.